

| Grade/Course                   | 3-5   | Unit | African American History/Civic Heroes | Lesson Title | Sweet Land of Liberty |
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| <b>Essential Question</b>      | Can the actions of individuals bring about social and political change?   |      |                                       |              |                       |
| <b>Enduring Understandings</b> | The beliefs and ideals of a society influence the social, political, and economic decisions of that society.  |      |                                       |              |                       |
| <b>State Standards (C3)</b>    | <p>Civics</p> <p>D2.Civ.1.3-5 Identify the responsibilities and influence of government officials at various levels and branches of government at local, state, and federal levels</p> <p>D2.Civ.2.3-5 Describe the specific rights, powers, and responsibilities of citizens at local, state, and federal levels with the United States</p> <p>D2.Civ.4.3-5 Identify civic virtues and demonstrate democratic principles in society at local, state, and federal levels</p> <p>D2.Civ.5.3-5 Explain the importance of practicing civic virtues and adhering to democratic principles in communities and institutions</p> <p>D2.Civ.10.3-5 Explain historical and contemporary means of changing society</p> <p>History</p> <p>D2.His.15.3-5 Explain the influence of events on historical developments</p> <p>Developing Claims and Using Evidence</p> <p>D3.Organize evidence in a coherent argument using discipline-specific vocabulary, relevant well-chosen facts, definitions, concrete details, quotations, or other information and examples</p> |      |                                       |              |                       |
| <b>Common Core Standards</b>   | <p>CC.3.R.I.9 Compare and contrast the most important points and key details presented in two texts on the same topic</p> <p>CC.4.R.I.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably</p> <p>CC.5.R.I.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably</p>   |      |                                       |              |                       |
| <b>Connections</b>             | Political Science, African American History, Civic Dispositions   |      |                                       |              |                       |
| <b>Students Outcomes</b>       | Students will read excerpts from primary and secondary source documents to gather information about Marian Anderson's concert delivered at the Lincoln Memorial and the role of citizens in making social and political change.   |      |                                       |              |                       |

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| <b>Summative Assessment</b>     | Students will identify one person who has created social and/or political change and write a brief description of that person and their accomplishments for a <i>Good Citizen Hall of Fame</i> display. Responses can be displayed on a real or virtual bulletin board.                                   |   |                                |
| <b>Materials</b>                | Recording of Marian Anderson singing at the Lincoln Memorial<br>Oral History of Oscar Chapman<br>Reading Oral History Worksheet<br>A Marble House Divided Article<br>Eleanor Roosevelt Article<br>Transcript of Eleanor Roosevelt Letter  | Eleanor Roosevelt Letter (primary source)<br>Eleanor Roosevelt “My Day” Column<br>Venn Diagram<br>Civic Dispositions Worksheet<br>Biographical Sketch Planning Template<br>Chalk or White Board, Chart Paper, Markers |                                |
| <b>Vocabulary</b>               | Tier 2 – (academic language) – distinguished, personality, contralto, resignation   |   |                                |
|                                 | Tier 3 – (content language) - Assistant Secretary to the Interior, Daughters of the American Revolution, intolerance, racism, discrimination, segregation   |   |                                |
| <b>Prior Knowledge</b>          | Students should have some understanding or awareness of the civil rights struggle. The event highlighted in this lesson took place prior to the Civil Rights Era but is considered by many to be a precursor to the Civil Rights Movement of the 1950’s and 1960’s  |   |                                |
| <b>Lesson Procedure – Day 1</b> |   |   |                                |
|                                 | <b>Teacher Action</b>   | <b>Student Action</b>   | <b>Suggested Modifications</b> |
| <b>Engagement</b>               | Without comment, play the recording of Marian Anderson singing the song <i>America</i> . Have students react to the song. List all responses from the students. Note: students might say that it is an old recording, it is classical music, they might not like it, etc. Accept all reasonable comments. | Students listen to the Marian Anderson recording of America and list reactions to this song/event.  |                                |
| <b>Procedure Steps</b>          | 1. Distribute copies of the oral history of Oscar Chapman and the Reading an Oral History Template (students can work in pairs or groups of three). Model for the students how to read a  | Students work with the teacher as he/she models how to read a primary source. Students finish reading the oral history and complete the template in pairs or groups of three.   |                                |

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|  | <p>primary source and begin completing the template with the students. Have the students read the remainder of the oral history transcript and complete the template in pairs or groups of three.</p> <p>2. Divide the class into 3 groups. Provide each group with copies of one of these 3 sources:</p> <ul style="list-style-type: none"> <li>• <i>A Marble House Divided</i> the Journal of American History article.</li> <li>• Copies of the Eleanor Roosevelt Article (February 26, 1939)</li> <li>• Copies of the Eleanor Roosevelt Letter (transcript), the Letter (primary source) and My Day column</li> </ul> <p>Assign a recorder and reporter for each group.</p> <p>3. After each group has had an opportunity to read their assigned source, have the recorder list all important details that the group learned from the text. Mingle among the groups to provide assistance with vocabulary, historical concepts, etc.</p> | <p>Students work with their group to list all important details from the text.</p> |  |
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|                                 | <p>4. Have the reporter for each group report out the important details from the text. List the details on a chart paper or white board.</p> <p>5. Distribute copies of the 3 circled Venn diagram. Assist students in labeling the circles.</p>   | <p>The reporter for each group reports out on the important details learned from the text.</p> <p>Students work individually to complete the Venn diagram.</p>   | <p>Note: Students with access to computers can use the interactive Venn diagram at this website:</p> <p>(see below the lesson)</p> |
| <b>Closure</b>                  | <p>Once all students have completed this activity return to the list of comments about the recording. Allow students to amend their comments based on the information learned from the sources.</p> <p>Read “<i>Sweet Land of Liberty</i>”</p>   | <p>Students use information from their sources to amend their initial comments about the recording.</p>  |  |
| <b>Lesson Procedure – Day 2</b> |  |  |  |
|                                 | <b>Teacher Action</b>  | <b>Student Action</b>  | <b>Suggested Modifications</b>   |
| <b>Engagement</b>               | <p>Display these definitions:<br/> <b><i>Social Change</i></b> is a difference in behavior or culture over time.<br/> <b><i>Political Change</i></b> is a difference created in or by a government.<br/> Discuss the meanings of both terms and have students give examples.<br/> Ex: <b>Social Change</b> – at one time most women worked only in the home, now many women also work outside of the home.<br/> <b>Political Change</b> – at one time, only men could vote, now because of the 19<sup>th</sup> amendment, women can also vote.</p> | <p>Students work alone, with a partner, or in small groups to provide additional examples of both <b>social</b> and <b>political</b> change.</p> <ul style="list-style-type: none"> <li>• Social: some colleges were male only, now most if not all colleges are co-ed</li> <li>• Political: separate facilities for whites and black, now all public facilities are open to everyone</li> </ul> |  |

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|  | Ask this question: <i>Can only government action create both social and political change?</i> Allow students time to discuss this question.   | Students will discuss the question and offer examples of how private citizens can create both social and political change.<br><br>Possible Examples: Dr. Martin Luther King, Jr., Frederick Douglass, Ruby Bridges, Ida B. Wells, Cesar Chavez, etc. Also, encourage students to identify local citizens who work for positive change in the community. | Reread and provide additional explanation or modeling for students who are struggling to answer this question. For students who are visual learners, post the question on a chart or the board. |
| <p><b>Teacher Background:</b><br/> <b>Civic dispositions</b> refer to those attitudes and ingrained habits of mind that are conducive to behavior that leads to the healthy functioning and common good of the democratic system. These dispositions also enhance the individual's ability to participate competently and responsibly in the political system. The National Council for the Social Studies lists these civic dispositions: <b>persistence, respect for the rights of other individuals, respect for the law, honesty, tolerance of ambiguity/uncertainty, civic mindedness, courage, patriotism, open mindedness, negotiation &amp; compromise, civility, compassion, and critical mindedness.</b> These dispositions are acquired throughout the student's development and are taught and reinforced by families, schools, churches, and communities. In the school setting, the role of civic dispositions should be a matter of deliberate study and discussion rather than left to haphazard assimilation (ex: citing literary and historical figures exemplifying the dispositions of civic virtue.) For the very young child, civic dispositions are first introduced through the recognition of desired behaviors: <b>cooperation, patience, modesty, respect, etc.</b> which will later be expanded and refined into understanding and demonstrating civic dispositions.</p> |   |   |   |
|  | <b>Teacher Action</b>   | <b>Student Action</b>   | <b>Suggested Modifications</b>  |
| <b>Procedure Steps</b>   | Distribute the Civic Dispositions Worksheet. Complete the columns for several of the more difficult terms with the students and model the definitions and examples. Students are to use the information from the sources for Oscar L. Chapman, Marian Anderson, and Eleanor | Students complete the template using examples from the 3 sources. Students can work individually, in pairs or small groups.<br>Note: It is possible that not every civic disposition will be demonstrated in the text. If there are no examples for a particular  | If there are time issues, the civic dispositions could be divided among the students so that they have fewer dispositions to define.  |

|                          | <div>Roosevelt</div> <div>Example:</div> <table><tr><th>NATIONAL STANDARD</th><th>YOUR DEFINITION</th><th>EXAMPLES FROM THE TEXT</th></tr><tr><td>PERSISTENCE</td><td>Never giving up even when it looks like the goal is impossible to reach</td><td>Oscar L. Chapman was persistent in finding a place for Marian Anderson to sing even after the DAR refused to let her sing at Constitution Hall. He called the President and got permission for her to sing at the Lincoln Memorial</td></tr></table> | NATIONAL STANDARD  | YOUR DEFINITION   | EXAMPLES FROM THE TEXT | PERSISTENCE | Never giving up even when it looks like the goal is impossible to reach | Oscar L. Chapman was persistent in finding a place for Marian Anderson to sing even after the DAR refused to let her sing at Constitution Hall. He called the President and got permission for her to sing at the Lincoln Memorial | <div>disposition, have the students write –</div> <div>No Example.</div> |  |
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| NATIONAL STANDARD        | YOUR DEFINITION  | EXAMPLES FROM THE TEXT   |   |                        |             |   |  |  |  |
| PERSISTENCE              | Never giving up even when it looks like the goal is impossible to reach  | Oscar L. Chapman was persistent in finding a place for Marian Anderson to sing even after the DAR refused to let her sing at Constitution Hall. He called the President and got permission for her to sing at the Lincoln Memorial |   |                        |             |   |  |  |  |
| Lesson Procedure – Day 3 |  |  |   |                        |             |   |  |  |  |
|                          | Teacher Action   | Student Action   | Suggested Modifications   |                        |             |   |  |  |  |
| Engagement               | <div>Review the list of civic dispositions and their definitions. If time permits, play this word game.</div> <div><ul style="list-style-type: none"><li>List the civic dispositions on the board</li><li>Read the definition or action that illustrates the disposition</li></ul></div>   | <div>Students match the definition with the civic disposition. This can be done orally or as a written exercise.</div>   | <div>A kinesthetic game can be played by writing the civic disposition words on 1 set of index cards and the definitions on another. Distribute the cards and have students move around the room to find the match. Have the students</div> |                        |             |   |  |  |  |

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|                        | Have students match the word with the definition   |  | read the words and definitions out loud.  |
| <b>Procedure Steps</b> | Display a *list of people who have affected social or political change through their actions. Have students self select (or assign students) one of the names. Students will then conduct research to determine what change occurred as a result of this person's actions. Direct students to write a brief synopsis about this person. (See attached planning template) | Students select a person from a list of names that has been provided. Students then research that person to determine how their actions helped to make social or political change and then write a brief synopsis about that person. | *List Starter: Ellen Swallow Richards, Rachel Carson, Jackie Robinson, Clara Barton, Martin Luther King, Jr., Cesar Chavez, Mary Harris Jones (Mother Jones), Abraham Lincoln, Horace Mann, Emma Hart Willard, Mary McLeod Bethune, Ida B. Wells, Lucretia Mott, Susan B. Anthony, Elizabeth Cady Stanton, Elizabeth, Victoria Woodhull, Harriet Hemenway, Ruby Bridges, Claudette Colvin, Shirley Chisholm |
| <b>Closure</b>         | Create a bulletin board (real or virtual) to display the various reports. Students can provide pictures or drawings of the person and/or event being profiled.   |  |   |
| <b>Extension</b>       | Have students respond to the prompt: What does this phrase mean? <i>Genius Draws No Color Line</i> . Use examples from what you have learned in this lesson to explain your response.  |  |   |

3 Ringed Venn Diagram

<http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-circles-a-30032.html>

## Internet Resources

National Film Preservation Foundation

<http://www.filmpreservation.org/dvds-and-books/clips/marian-anderson-the-lincoln-memorial-concert-1939>

Public Radio International Interview

<http://www.pri.org/stories/arts-entertainment/music/marian-anderson-lincoln-memorial.html>

You Tube Video

<http://www.youtube.com/watch?v=mAONYTMf2pk>

You Tube Video – Newsreel of Marian Anderson

<http://www.youtube.com/watch?v=XF9Quk0QhSE>

Video of Secretary of the Interior Introduction to Marian Anderson

<http://www.billboard.com/column/the-juce/28-black-music-milestones-marian-anderson-1005022742.story#/column/the-juce/28-black-music-milestones-marian-anderson-1005022742.story>

National Park Service Map of Mall Area in Washington D.C.

<http://www.nps.gov/nama/planyourvisit/upload/NACCmap1.pdf>

Interactive Venn Diagram

[http://interactives.mped.org/view\\_interactive.aspx?id=28&title=](http://interactives.mped.org/view_interactive.aspx?id=28&title=)



Printable Venn Diagram

<http://www.classroomjr.com/printable-blank-venn-diagrams/3-circle-venn-diagram-blank/>

Center for Civic Education Lesson Plans and Resources for Civic Engagement

<http://new.civiced.org/resources/curriculum>

Eleanor Roosevelt Letter of Resignation From the DAR

<http://docs.fdrlibrary.marist.edu/tmirhfee.html>

